

2018



# Communicative English Language Skills Improvement Programme (CELSIP)



Dr. María Alcantud Díaz & Dr. Betlem Soler Pardo

[maria.alcantud@uv.es](mailto:maria.alcantud@uv.es) & [betlem.soler@uv.es](mailto:betlem.soler@uv.es)

Foreign Language (English) I and II













Facultat de Magisteri – Universitat de València

1-1-2018



Name & Surname: \_\_\_\_\_

What is the Communicative English Language Skills Improvement Programme? (CELSIP)	Who for?
<ul style="list-style-type: none"> <li>With CELSIP we seek to help students increase the cognitive, literacy, and practical strategies, tools and abilities they need to become successful teachers of English with brilliant communication abilities. Our philosophy is further based on our shared experiences working with a variety of students, ranging from Primary, Secondary, High Education and other adult students.</li> <li>We view learning as a social process that occurs within specific sociocultural contexts and it is most rewardingly attained by doing.</li> <li>In line with our teaching philosophy, the starting point of this programme is focused on responding to students' personal needs.</li> <li>CELSIP tries to assist students in developing the knowledge, abilities, and tools necessary to become autonomous and competent communicators.</li> </ul>	<p>This is a programme under the supervision of the coordinators for the subjects Foreign Language I (English) &amp; Foreign Language II (English) from the Teaching Unit of English - Department of Didactics of Languages and Literature.</p> <p>It is designed as an additional English language training programme to get our students achieved a higher communicative level of English.</p>

Go for it!	What?	Assessment
 <p>To make all these jigsaw puzzle pieces fit, you should devote part of your autonomous time to work with the following tools and proposals.</p> <p><b>DON'T WISH FOR IT, WORK FOR IT</b></p> <p><b>10 minutes a day is a good way!!</b></p>	<div>  - Just read it!            - The 10 best TV series to learn English         </div> <div>  - Time for audio books            - Why not? Board games         </div> <div>  - Talking opportunities            - Films &amp; popcorn!         </div> <div>  - Useful Apps to improve your English            - Listen to music &amp; sing along as if you were the Grammy winner!         </div> <div>  - The news, talk shows &amp; other educational Websites in English            </div>	<p>- The oral exams at the end of Foreign Language I and Foreign Language II (English) will be hosted by both teachers. <b>The same graded rubric will be used for both courses</b> so as to follow and watch the student's progress.</p> <p>- The student who presented this handout at the end of the course (3<sup>rd</sup> &amp; 4<sup>th</sup>) and demonstrate his/her progress and work with it through his/her notes and results from speaking sites will get extra credit in the final mark.</p> <p style="text-align: right;"> POINT SYSTEM</p>



### The 10 best TV series to learn English.

Watching TV series in original is a great tool while learning English. You will improve listening comprehension and gives you a lot of vocabulary since people are using real spoken language followed by gestures, mimics and visual context which helps remember words.

#### Some tips for watching series in English are:

1. Use TV series to improve your English speaking, listening & pronunciation!
2. Watch the TV series with the subtitles in English and repeat sentences!
3. Don't be scared to rewind and pause the shows. Once you get used to the language you will be able to follow the show much more easily.
4. Keep a notebook next to you for any new expressions you hear.
5. If you already know the story, watching the foreign language version will be much easier.
6. Take into account cultural background of the movie, things like accents and the way of pronunciation.

- **How I Met Your mother:** It is hilarious. You get to know many modern American expressions and can enjoy a lot of slang that makes the show even more entertaining. Plus the ending is something you will not see coming...
- **Once Upon a Time:** The language is simple and easy to understand.
- **Sherlock:** British accents, superb acting, London, long and playful conversations with a lot of humour and incredible stories.
- **The Big Bang Theory:** there are lots of different American accents to hear and study as well as an Indian accent from Raj. You also get to see how Raj deals with speaking English as a second language with native speakers!
- **Friends:** With many different accents to be heard and lots of slang, this is the perfect show for English learners. The plot is relatively simple to understand.
- **The Simpsons:** This will show you many aspects of American life with the usual slang and jokes that you can use for your own language. It's also very simple to understand and there aren't too many difficult words particularly if you use the subtitles.
- **Glee:** It's been proved in the past that music lyrics help learners of a language learn better as there's a lot of repetition and the songs are catchy (easy to remember). "Glee" will help you with your pronunciation as the music teacher is shown taking the students through different lessons of pronunciation to help them with their singing. The songs from this hit show will help you memorize English better and it will even help you with intonation.
- **Stranger things:** Here's one for the sci-fi fans out there; a supernatural horror comedy (sounds strange but it works) set in the 1980s. A mysterious girl enters the lives of a group of friends in a country town in the US, followed by some seriously creepy events that might make you jump. If you're not familiar with English slang from the 80s, this is a great introductory lesson. This TV series is a Duffer Brothers' loving tribute to Spielberg, Carpenter and King.
- **Game of Thrones:** One of the most successful TV-series of all times, *Game of Thrones* (GoT), it is an American fantasy drama TV series created by David Benioff and D. B. Weiss. It is an adaptation of *A Song of Ice and Fire* by George



7. After you watch an episode of a series, pretend you are one of the characters, play it once more, put the subtitles on and act it up!

R. R. Martin's series of fantasy novels, the first of which is *A Game of Thrones*. At the time you'll enjoying watching it, you'll learn new vocabulary and new expressions. In GoT, there is a variety of different accents and dialects according to the geographic location based on Great Britain's regional dialects that can help you improve and sharpen your listening skills. In addition, you can find a wide range of exercises and games designed to improve your English and have fun in the following website:

<http://www.englishcaddy.org/gameofthronesactivities.htm>

There is plenty to explore in the land of the seven kingdoms, go for it!

- **The Handmaid's tale:** It is an American drama web television series created by Bruce Miller, based on the 1985 novel of the same name by Margaret Atwood. The plot follows a dystopian future following a Second American Civil War wherein fertile women, called "Handmaids", are forced into sexual and child-bearing servitude. You'll be able to train your ear to the American accent of this TV series through the different topics covered in the show such as public health, religion, control, independence, and environmental pollution. Go in to this website to carry out activities related to listening, grammar, pronunciation, vocabulary and so on!

[http://www.englishbaby.com/lessons/7544/real\\_life/the\\_handmaid\\_s\\_tale](http://www.englishbaby.com/lessons/7544/real_life/the_handmaid_s_tale)



## Student follow up – log book



## Films and popcorn!

### Why?

- You'll get to learn real English...!!
- You'll learn English words in context.
- You'll hear how things are said, such as your expressions (a smile, a frown) or your tone of voice (like when you sound angry, or when you sound sad), the how is usually more important than the what to English people.

### Tips for learning English through films.

1. Bring your dictionary (the app *wordreference* could be very useful) and/or choose a film with subtitles so, when you hear a word you're interested in, check it up.
2. Repeat short phrases.
3. Watch the film a second time and try turning off subtitles.
4. You can watch films in your computer. Open them with VLC Player. This programme allows you to play back movies at half speed or quarter speed. So, if there are parts you do not understand, you can play these back at a slower speed and try again. It is very helpful to practice your listening.
5. It's okay to miss words...just let it go.

- **Notting Hill** (1999): If you're not sure whether to learn British or American English, this film offers both in one perfect romantic comedy package.
- **The King's Speech** (2010): this film focuses on England's King George, who had to overcome a speech impediment to deliver a speech to the British people – so it's not only entertaining but there's actually a whole pronunciation lesson in there too.
- **The Social Network** (2010): natural dialogue and funny lines make this movie really enjoyable to watch and easy to follow. Also, almost everyone knows Facebook and you will automatically be able to relate to the movie and pick up a lot of great English vocabulary related to computers, technology and social networks.
- **The Hunger Games** (2012): a very visual film and what you miss in the dialogue, you will be able to be filled in by the visual action. The actions are fast but the language is easy to understand.
- **Billy Elliot** (2000): only for the most experienced ears. The northern English accent of its protagonists makes it a real challenge, citing the large number of expressions and slang they use.
- **The Queen** (2006): a film literally defined by the 'Queen's English'. It is a must-see for those who truly want to learn about English culture.



## Student follow up – log book



## Listen to music & sing along as if you were the Grammy winner!

### Why songs?

There is considerable scientific evidence that demonstrates how music can help second language learners acquire grammar and vocabulary and improve spelling.

Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. Besides, songs and music include up-to-date language and colloquialisms.

Listening to songs will also allow you to focus on your pronunciation and understanding of the English language's rhythm, tone and beat.

Music has an uncanny ability of getting stuck in our heads. Tunes and lyrics will help you to learn English through songs as you easily memorize vocabulary and phrases. Songs are emotional and thus, easier to remember. Music teaches you English culture.

### Tips for learning English with songs:

1. **Study the lyrics and vocab.** In addition to getting the content, break the song down, word by word, and try to master each word so that it's a part of your vocabulary. You can do this through a flashcard service like *Anki* or *Mental Case*.
2. **Sing along:** you should try singing out loud to the music. This forces your mouth to adopt the right shapes and move with the rhythm of the song.
3. **Try to sing from memory:** and thus, you should be able to find that you can speak better, including such words in your everyday speech.

<https://www.fluentu.com/blog/english/learn-english-with-music/>

- Shape of You” by Ed Sheeran
- Believer” by Imagine Dragons
- What About Us” by Pink
- Attention” by Charlie Puth
- Malibu” by Miley Cyrus
- Only You” by Selena Gomez

<https://es.lyricstraining.com/en>

LyricsTraining is a way to learn English through the music and lyrics of your favourite songs. It improves your listening comprehension and helps you practice different accents with the best music videos, filling in the lyrics of the songs and with the Karaoke.

[https://www.youtube.com/channel/UC9jbx97WHiM7aPA\\_A3Sl6hQ](https://www.youtube.com/channel/UC9jbx97WHiM7aPA_A3Sl6hQ)

*YouTube* music **lyrics** presents songs from the best artists around the world. You can find **lyric** videos from a specific artist, you can find specialized channels under this link, help yourself!





## Student follow up – log book



## Useful Apps to improve your English.

As the use of mobile technology is increasing, why not using it to study anytime, anyplace and at your own pace through your mobile devices?

**We encourage you to spend just five or ten minutes a day on English.**

Let us introduce you to some helpful apps available, and it works!

Don't wait until you're in a classroom or at your desk with a big mountain of textbooks to practise your language skills. There are many fabulous **English learning apps** that you can download to your phone, for free.

Many of these are set up to help you learn or revise in small chunks, too. So, you can use any small amounts of free time you have to work on your English skills, whether that's during your lunch break, while you're waiting for the bus, on the underground to the University or even just waiting for the kettle to boil for a cup of tea!

- **LearnEnglish Grammar** (British Council) is an interactive app that you can use to practise and improve your accuracy in English grammar. It covers 12 different grammar topics, with 20 activities to complete in each one. There are thousands of questions to work through, ranging from Beginner to Advanced.
- **Duolingo** is a great app for learning English because it feels like you are playing a game! You start with simple vocabulary and gradually work up to more complicated sentences, getting more points at each level. The idea is to improve your language skills with just five minutes of practice each day.
- **Memrise** is designed to improve your vocabulary by giving you lots of fun ways to learn and remember new words. It also helps you to understand how to use these words correctly in a sentence, in order to build your confidence. The great thing about this app is that it has an offline mode, meaning that you can keep practising even when you don't have an internet connection.
- **Two min English** is free and contains more than two hundred two-minute video lessons on a variety of topics e.g., social English, business English, travel English, common mistakes in English, idioms and phrases.
- **Real English** offers a variety of apps at different levels – business and conversation apps at beginner, intermediate, and advanced levels. The apps are free, but they contain adverts. Each app contains 20 lessons that focus on specific grammar/vocabulary areas. Each lesson is made up of five parts.
- **Practice English Grammar 2** helps you learn the fundamentals of English grammar using the philosophy “practice makes perfect.” The more you use the app, the better you will become at grammar. With over 500 questions in 16 topics, Practice English Grammar 2 will strengthen your grammar skills in no time. This app also works offline, so you don't need the internet to use it. Some of the topics that are covered include gerunds, infinitives, comparatives, superlatives, modal verbs and tenses.
- **Hello English** has more than 470 lessons covering grammar, vocabulary and conversational English. It has audio-visual lessons that can be accessed without internet. It has a dictionary that speaks out the words so that users can practice English pronunciation while they build their vocabulary. It even uses voice detection features for teaching spoken English. It also offers content like news, video, ebooks



and articles for immersive practice. If you have questions or you need to converse with someone in English, then its chat helpline can also connect you with English teachers.

- **Innovative Language** features video and audio lessons from real English teachers. The topics of the lessons can range from grammar to culture. For instance, they have videos about American traditions such as Groundhog Day along with introductions to celebrities and actors. Resources like this provide you with general knowledge you can use to actually talk about specific topics with native speakers. It also has notes for each lesson that you can use to review and remember the content better. The lessons are divided according to learning levels, and you can also download specific lessons for offline use.
- **FluentU** is one of the most popular mobile apps for English learning. It uses real-world videos to provide an immersive experience to learners. With the app, you can find movie trailers, news reports, music videos and talk shows to help you improve your English listening and speaking skills. It also gives you interactive captions with definitions that help explain the content of a video. This allows you to understand the meaning of a word and see how it is used in real life. There are videos available for all types of English, so you can hear different accents and vocabulary. You can also find videos that are perfect for your level of English and videos on specific topics like business, culture, entertainment and more.
- **LearnEnglish Podcasts British Council.** The app helps you learn everyday English by providing over 80 episodes and over 20 hours of free listening about a wide range of topics, as well as great new features that help you listen and understand the conversations. In each episode, podcast hosts Tess, Ravi, Adam and Rob chat with different people to talk about everyday topics such as their favourite celebrities, making plans for the weekend, having a dinner party and which cities they like to live in.
- **LearnEnglish GREAT Videos.** Watch natural and authentic conversations in English in this video app, with audioscripts to help you follow along. Follow the host Richard around London as he visits Shakespeare's Globe theat.



## Student follow up – log book



### Why not? (Board) games.

Sometimes you need a break from traditional studying, games are a fun way to practise English then.

- They could be a really motivating way to learn a language.
- They are also great for those of you who are shy or worried about making mistakes.
- Games could give you the chance to communicate in English in a safe and fun way.
- Gather your friends, grab some board games and you will be learning in no time!

- **Game to learn English powowbox** is a multi-level game. Once downloaded, it appears as English tracker. The first three levels are free. You have to spot the mistake - if you get it wrong, you receive a clear explanation. It's fun and easy to play.
- **Duolingo**: The gamified learning system of the app helps you learn English quickly by spending twenty minutes a day.
- **Family Feud** – originally a popular television game show, Family Feud is now available as an app. The goal is to try to name the most popular answers to questions surveyed by 100 people. You can improve your reading comprehension, vocabulary and your spelling in an interactive and fun way.
- **Scattergories** is a creative thinking game where you have to score points by naming objects that begin with a specific letter, within a set of categories, within a time limit. (board game & app).
- **Cambridge assessment English**. <http://go.uv.es/RCICx7m>
- **Scrabble**. You will start to get a great sense of how English words look and feel once you have played a few times, and you start to see the letters in a different way. You might see the letters L, E, E and R, and wonder if *Leer* is a word. Look it up in the dictionary and you will learn that it is a word, and that it means “to stare at someone in an unpleasant way.”
- **Taboo**. Every card in Taboo shows one main word. Below the main word you will find a list of words that are similar to the main word, either synonyms or words which are closely associated with the main word. Your task is to describe the main word to someone without using any of the words underneath it.
- **Once Upon a Time**. It is a card game that lets you and your friends tell a story. Everyone gets some cards that have story elements and one card that has an ending. One narrator (the person telling the story) gets to start telling the story, trying to use the cards in their hand and lead the story to the ending they have. Other players can interrupt by placing down their own cards and continue the story with different ideas



instead. The makers of Once Upon a Time, have put the full instructions and list of cards for the game on their website! That way you can practice alone or create your own game to play with friends. Some other games with the same aim are the famous **Storycubes** <https://www.storycubes.com/> and some Apps such as **Story Dice**.

- **Gamezone.** Dozens of simple, straightforward games about grammar, spelling, and vocabulary reach out to English language learners at all levels. This site is based in the U.K. <https://www.english-online.org.uk/games/gamezone2.htm>
- **Vocabulary.co.il.** This series of vocabulary and games runs the gamut from elementary to high school levels of proficiency. Each is recommended for both native speakers. <http://www.vocabulary.co.il/english-language-games/>
- **ESL Fun Games Online.** Appropriate for all ages and skill levels, this site also provides printable games for classroom use. <http://www.eslgamesworld.com/members/games/index.html>
- **EnglishClub ESL Games** is massive suite of ESL games work on honing pronunciation, grammar, and vocabulary through familiar activities, like hangman and word jumbles. Older students and adults in particular will find these incredible useful supplements to their classroom lessons. <https://www.englishclub.com/esl-games/>
- **Lord of the Flies.** Ideal for the advanced ESL/EFL student already applying his or her English abilities to its literary canon, this game comes courtesy of the Nobel Prize and promotes its Literature award. Players relive the scenarios outlined in William Golding's scorching allegorical novel. <https://www.nobelprize.org/educational/literature/golding/index.html>
- **Word Games at Merriam-Webster.** Classics like Scrabble, jumbles, word searches, and crossword puzzles are absolutely perfect for adult ESL/EFL learners or native speakers wanting to build their vocabularies. But Merriam-Webster also hosts a slew of other interactive games meant to nurture literacy at the high school and college levels. <https://www.merriam-webster.com/word-games>
- **Tracy Boyd's Quia.** This speech pathologist has developed more than 50 games involving speech and sequencing, with plenty to engage many different types of learners. Some activities even pull inspiration from popular favorites like *Who Wants to be a Millionaire?*. <https://www.quia.com/pages/havefun.html>



## Student follow up – Reflective log book



## Just read it!

If you want to improve your language skills, read a lot!!!

When you want to learn a book in English, it can be hard to decide which one to read. Do you like adventure and fantasy books? I guess so! That is why we have prepared a wide repertoire for you that, we are sure, you'll love.

Remember, reading books in English can help you:

- Improve your reading and writing skills
- Improve your grammar
- Broaden your vocabulary
- Build up knowledge
- Exercise your brains

And... guess what? You can complement your reading with the adaptations made for the big screen too; the films are available for you online. Can't miss them!

Collins, S. *The Hunger Games*

Collins, S. *Catching Fire*

Collins, S. *Mockingjay*

Lewis, C.S. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*

Lewis, C.S. *The Chronicles of Narnia: Prince Caspian*

Lewis, C.S. *The Chronicles of Narnia: The Voyage of the Dawn Treader*

Lewis, C.S. *The Chronicles of Narnia: The Silver Chair*

Lewis, C.S. *The Chronicles of Narnia: The Horse and His Boy*

Lewis, C.S. *The Chronicles of Narnia: The Magician's Nephew*

Lewis, C.S. *The Chronicles of Narnia: The Last Battle*

Martin, George R.R. *A Game of Thrones*

Martin, George R.R. *A Clash of Kings*

Martin, George R.R. *A Dance with Dragons*

Martin, George R.R. *A Feast for Crows*

Martin, George R.R. *A Storm of Swords*

Meyer, Stephenie. *Twilight*

Meyer, Stephenie. *New Moon*

Meyer, Stephenie. *Eclipse*

Meyer, Stephenie. *Breaking Dawn*

Tolkien, JRR. *The Hobbit*

Tolkien, JRR. *The Lord of the Rings: the Fellowship of the Rings*

Tolkien, JRR. *The Lord of the Rings: the Two Towers*

Tolkien, JRR. *The Lord of the Rings: the Return of the King*

Harkness, Deborah. *All Soul saga*

**ON-LINE NEWSPAPERS:** <http://www.onlinenewspapers.com/>





## Student follow up – Reflective log book



## Time for audio books.

Why audiobooks?

Well, why not? As students of a foreign language, audiobooks can help you:

- Improve your fluency due to the process of imitation.
- Improve your pronunciation, intonation since you will associate the form of the words you are looking at with their sound
- Instil your literary skills since your interest for literature will awaken
- Train your ear through the different narrators and characters' accents.

### Tips for using audiobooks:

- Exposition time to the foreign language is crucial for a students, so, even though you are not paying fully attention because you are doing some housework, shopping or laying on the sofa, play your audiobook!
- Stop once in a while and repeat words and expressions that called your attention due to their pronunciation or difficulty.
- If you get the printed text, read aloud while listening (you will match your speed to the audio thus, gaining fluency and pronunciation).
- Note down those words and expressions you would like to know the meaning, but do it after the audio session, it doesn't matter whether you understand everything, **just infer from the context!!!**

- We recommend that you complement your readings with an audio. Go here to get any audio books you like:

<https://itunes.apple.com/es/app/audiobooks/id311507490?mt=8>

<http://www.openculture.com/freeaudiobooks>

<https://play.google.com/store/apps/details?id=com.overdrive.mobile.android.libby&hl=es>

<https://play.google.com/store/apps/details?id=com.audible.application>

<https://play.google.com/store/apps/details?id=biz.bookdesign.librivox>

<https://play.google.com/store/apps/details?id=com.overdrive.mobile.android.libby>

<http://www.audiobooks.org/>

- The TALIS Project (Teaching and Acquisition of Intercultural and Solidarity Competences through Languages and Literature) is an innovative initiative that aims to promote educational innovation and research in order to improve literary and linguistic education, Education for Development and interculturality. These goals are materialised through the publication of teaching, research, books and teaching materials, as well as the organisation of awareness-raising and cultural and educational recreation activities. You will find the audiobooks of all the intercultural tales gathered by this project in <http://proyectotalis.com/cuentos/>



## Student follow up – Reflective log book



## Talking opportunities.

If you want to get better at speaking English, the best way to do it is to practice. Simple, but not easy...

You can practice speaking English online for free!

Getting feedback speeds up the learning process and is invaluable to users who do not have constant access to a qualified instructor for pronunciation practice. So we encourage you to practise your oral skills with the following tools.

- **Elsa speak:** speak English in short fun dialogues. Get instant feedback from proprietary artificial intelligence technology. Winner of SxSW's Global Education Technology competition in 2016.  
<https://www.elsaspeak.com/home>
- **Speechace:** They develop best in class speech recognition software designed specifically for language learners. It scores a learner's speech and pinpoint individual syllable and phoneme level mistakes in a user's pronunciation in real time. Mistakes are then presented to the user in an appealing visual format along with supplementary feedback on stress, intonation and speaking rate. <https://www.speechace.com/>
- **English Accent Coach:** trains the brain to recognize new sounds - an essential foundation for improved pronunciation.  
<https://www.englishaccentcoach.com/>
- **Englishly:** to improve and sound like a native language speaker. This app will help you practice and improve your pronunciation. Simply listen to the phrase, tap record, speak, and then receive a score out of 5 stars based on how accurate you were. Practice again to improve!  
<https://play.google.com/store/apps/details?id=com.prism.sen.app&hl=es>
- **Spoken Skills learning lab.** This website features free self-practice activities for learners. Through its practice pages, you can listen to a phrase, speak or practice saying it, then compare your delivery by recording yourself. <http://www.spokenskills.com/>
- **Simple English News.** The site features a collection of short news with audio recordings. You can read the text while listening to the audio clip review some vocabulary words and even take a quiz to heighten your comprehension. <http://www.simpleenglishnews.com/archive>
- **Forvo** <https://es.forvo.com/languages/en/> different sounds and accents in English.



## Student follow up – Reflective log book



## The news, talk shows & other educational Websites in English

“When in Rome, do as the Romans do.” That is, when you’re trying to adjust to a new place, you should behave like the people who live there.

So, do what English speaking people do by browsing English websites and watch English shows and news. There are a few categories for these sites.

In addition, Pop culture and humour are some of the best ways to learn English. Thus, if you want to learn conversation through culture and humour, there’s a special type of TV show you can’t miss: talk shows or varieties shows. These shows have a *host* (the person hosting or running the show) who has different celebrities as guests on each episode and interviews them. They talk about *upcoming* (soon to come) projects, play games and have short comedy segments.

This is a different work that the one done with TV series since they also are very scripted and can have really unusual situations.

### Why talk shows?

- **Natural conversations.** The great thing about talk shows is while they have games and activities, the style is more like an interview. The host has to ask questions and keep the conversation going, so this is

### Informative websites:

News websites like **CNN** <https://edition.cnn.com/> , **BBC News** <https://www.bbc.com/news>, **BBC radio** <http://www.bbc.co.uk/radio> , **Voice of America** <https://www.voanews.com/-english/portal.cfm>, **Al Jazeera English** <https://www.aljazeera.com/> **Vaughan Radio** <https://grupovaughan.com/vaughan-radio/> can be your go-to for English-language breaking news in current events as well as science and technology.

**Infotainment websites: (informative and entertaining):** these sites feature weird news stories, fun and interesting true facts, and funny commentary. Some of the top English infotainment sites include **Snopes** <https://www.snopes.com/> , **Boing Boing** <https://boingboing.net/> and **Cracked** <http://www.cracked.com/>

**Podcast websites.** Boing Boing and Cracked in particular are known for one of the web’s top forms of infotainment: English podcasts. The **Cracked** podcast and the **Boing Boing** group of podcasts feature informative talks and conversations by English speakers. ou can also find many other great ones through specialized podcast websites like **iTunes** <https://www.apple.com/es/itunes/download/> , **Stitcher** <https://www.stitcher.com/> or **Earwolf** <https://www.earwolf.com/> .

**Entertainment news.** There are tons of entertainment news sites—**Entertainment Weekly** <https://ew.com/> , **People Magazine** <https://people.com/> , , etc.—that provide lots of English reading and listening practice. English-language entertainment fan communities also give you a chance to interact with other TV, movie and music fans in English. At places like **TVFanForums.net** <http://www.tvfanforums.net/> Check out the **Fanpop forum** <http://www.fanpop.com/recentforums> for movies, TV, music, comics, video games and other areas of popular culture.

### Talk shows:



great for learning how to have a long conversation naturally.

- **Variety of accents**, since the people who are guests can be from anywhere in the world, the way they talk is always different. This helps you practice your listening skills for understanding different accents.
- **Pop culture and slang**. Whatever movies, books or TV shows are out at the moment will come up on talk shows, as well as any new slang terms. There are also a lot of parts that mention politics, so you'll get to see new political terms in context.
- **New episodes regularly**. Talk shows also air (are on TV) every weekday or weekend, so they can easily be added to your routine.
- **Easily available**. Finally, they are available to watch on TV or online, so these shows are easy to find and watch!

### Tips for learning English with talk shows:

- Pause and answer open questions.
- Outline the conversations and reenact. Jot down notes or outline the conversation while watching. Then afterwards, try to have your own conversation using just your notes on one of the topics. So don't try to memorize word-for-word, but rather use the outline as a base to create from.
- Watch with subtitles

- **“Late Night” (NBC)**: This show has been on air since 1982. There are thousands of episodes and guests have mainly been musicians and actors, but also politicians. There are so many great jokes on the show. <https://www.nbc.com/late-night-with-seth-meyers>
- **“The Tonight Show” (NBC)**. The show has been on air since 1954. This show is famous for its games, and clips (often shared on social media). <https://www.nbc.com/the-tonight-show>
- **“Jimmy Kimmel Live” (ABC)**: it has celebrities and politicians as well, but they also have a lot of *segments* (parts of the show) with people on the street and people who submit their own videos. This show is more family-friendly and good to watch with children around. <http://abc.go.com/shows/jimmy-kimmel-live>
- **“The Ellen DeGeneres Show” (NBC)**: it's made more for families and parents who stay at home during the day. Ellen interacts with the audience at her live show, has giveaways, plays games and also interviews celebrities. She talks to members of the audience a lot. <https://www.ellentube.com/>
- **“Oprah”**: Although there are no longer new episodes, her show aired for 25 seasons, from 1986 to 2011, so there are more than enough episodes to watch. Oprah does a lot of charity work, you can learn related phrases and ways to talk about current tough issues in the world. On her talk show, Oprah also recommended books and things to do. <http://www.oprah.com/index.html>
- **“Loose Women” (ITV)** has four women who talk with each other and interview guests. This show has the hosts chatting with each other about current events and gossip. You can watch this to see how to stay on topic and easily move things along when having conversations in a group. <http://www.itv.com/loosewomen>
- **“Chatty Man” Channel 4** (in the UK). This is a show hosted by Alan Carr, who interviews celebrities and talks about news—both from the world and from pop culture. He talks faster, watching this show can help you keep up with fast talkers that you know. <http://www.alancarr.net/>



## Student follow up – Reflective log book





This is the list of CEFR (Council of Europe, 2018) descriptors related to B2+/C1. They are better known as ‘can-dos’. Please tick ✓ all those you get along both years:

Got it!	RECEPTION	
	<b>Spoken interaction</b>	<b>RE1</b> - Can understand enough to follow extended speech on abstract and complex topics beyond his/her own field, though he/she may need to confirm occasional details, especially if the accent is unfamiliar.
		<b>RE2</b> - Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.
	<b>Understanding conversation between other speakers</b>	<b>RE3</b> -Can keep up with an animated conversation between speakers of the target language.
	<b>Listening to announcements and instructions</b>	<b>RE4</b> - Can understand announcements and messages on concrete and abstract topics spoken in standard speech at normal speed. Can understand detailed instructions well enough to be able to follow them successfully
	<b>Listening to audio media and recordings</b>	<b>RE5</b> -Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers. Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.
	<b>Reading comprehension</b>	<b>RE6</b> -Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections. Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.
	<b>Reading for orientation search reading</b>	<b>RE7</b> Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile
	<b>Reading for information / argument – detailed reading</b>	<b>RE8</b> Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
		<b>RE9</b> Can recognise when a text provides factual information and when it seeks to convince readers of something.
	<b>Reading as a leisure activity</b>	<b>RE10</b> Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, and poems), and using appropriate reference sources selectively. Can read novels that have a strong,



		narrative plot and that are written in straightforward, unelaborated language, provided that he/she can take his/her time and use a dictionary
		<b>RE11</b> Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language.
	<b>PRODUCTION</b>	
	<b>Production activities</b>	<b>PRO1</b> Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
	<b>Sustained monologue: Putting a case (e.g. in debate)</b>	<b>PRO2</b> Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.
		<b>PRO3</b> Can construct a chain of reasoned argument.
		<b>PRO4</b> Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	<b>Addressing audiences involves giving a presentation or making a speech at a public event,</b>	<b>PRO5</b> Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
	<b>Written production</b>	<b>PRO6</b> Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind.
		<b>PRO7</b> Can incorporate idiom and humour, though use of the latter is not always appropriate. Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works.
		<b>PRO8</b> Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.
	<b>Written reports and essays</b>	<b>PRO9</b> Can evaluate different ideas or solutions to a problem. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.
	<b>Production Strategies Communication strategies are presented in the CEFR in relation to the classic approach to strategies in interlanguage communication: planning, execution, monitoring, repair.</b>	
	<b>Compensating</b>	<b>PR10</b> Can address most communication problems by using circumlocutions, or by avoiding difficult expressions.
	<b>Monitoring and repair</b>	<b>PR11</b> Can backtrack when he/she encounters a difficulty and reformulate what he/she wants to say without fully interrupting the flow of speech.



		<b>PR12</b> Can self-correct with a high degree of effectiveness.
	<b>INTERACTION</b>	
	<b>Spoken Interaction</b>	<b>IN1</b> Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
		<b>IN2</b> Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.
		<b>IN3</b> Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
	<b>Conversation</b>	<b>IN4</b> Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
		<b>IN5</b> Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.
		<b>IN6</b> Can indicate reservations and reluctance, state conditions when agreeing to requests or granting permission, and ask for understanding of his/her own position.
		<b>IN7</b> Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
		<b>IN8</b> Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately. Can make critical remarks or express disagreement diplomatically.
		<b>IN9</b> Can follow up questions by probing for more detail and can reformulate questions if these are misunderstood.
		<b>IN10</b> Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.
		<b>IN11</b> Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.
	<b>Goal-oriented co-operation (e.g. cooking together, discussing a document, organising an event etc.) concerns</b>	<b>IN12</b> Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.



	<b>collaborative, task-focused work,</b>	
	<b>Obtaining goods and services</b>	<b>IN13</b> Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.
	<b>Information exchange</b>	<b>IN14</b> Can pass on detailed information reliably.
	<b>Interviewing and being interviewed</b>	<b>IN15</b> Can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently without any support, and handling interjections well.
	<b>Using telecommunications</b>	<b>IN16</b> Can use telecommunications effectively for most professional or personal purposes.
	<b>Online Interaction Online communication</b>	<b>IN17</b> Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions.
		<b>IN18</b> Can participate effectively in live, online professional or academic discussion, asking for and giving further clarification of complex, abstract issues as necessary.
		<b>IN19</b> Can engage in online exchanges, linking his/her contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.
	<b>Goal-oriented online transactions and collaboration</b>	<b>IN20</b> Can collaborate online with a group that is working on a project, justifying proposals, seeking clarification and playing a supportive role in order to accomplish shared tasks.
	<b>MEDIATION</b>	
	<b>Overall Mediation</b>	<b>ME1</b> Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things.
		<b>ME2</b> Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next.
		<b>ME3</b> Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.
	<b>Mediation activities</b>	<b>ME4</b> Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A). Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.



	<b>Relaying specific information in writing</b>	<b>ME5</b> Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.
		<b>ME6</b> Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal. B2
	<b>Processing text involves understanding the information and/or arguments included in the source text and then transferring these to another text, usually in a more condensed form, in a way that is appropriate to the context of situation</b>	<b>ME7</b> Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.
		<b>ME8</b> Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.
	<b>Note-taking (lectures, seminars, meetings etc.)</b>	<b>ME9</b> Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.
		<b>ME10</b> Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.
	<b>EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (including literature)</b>	<b>ME11</b> Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
		<b>ME12</b> Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.
	<b>MEDIATING CONCEPTS</b>	
	<b>Collaborating in a group &amp; Establishing conditions: Facilitating</b>	<b>ME 13</b> Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence. Can develop the interaction and tactfully help steer it towards a conclusion.



	<b>collaborative interaction with peers</b>	
	<b>Collaborating in a group &amp; developing ideas: Collaborating to construct meaning</b>	<b>ME14</b> Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view. Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward. Can highlight inconsistencies in thinking, and challenge other's ideas in the process of trying to reach a consensus.
	<b>Leading group work &amp; Establishing conditions : Managing interaction</b>	<b>ME15</b> Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases. Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.
	<b>Leading group work&amp; Developing ideas: Encouraging conceptual talk</b>	<b>ME16</b> Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).
	<b>Establishing conditions focus on building and maintaining positive interactions and do not deal directly with access to new knowledge and concepts</b>	<b>ME17</b> Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved.
		<b>ME18</b> Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.
		<b>ME19</b> Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.
	<b>FACILITATING PLURICULTURAL SPACE</b>	
		<b>ME20</b> Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved. Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context. Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.  Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. Can work collaboratively with people who have different cultural orientations, discussing similarities and





		differences in views and perspectives. Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.
	<b>COMMUNICATIVE LANGUAGE COMPETENCES</b>	
	<b>VOCABULARY RANGE</b>	<b>COM1</b> Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words. Has a good command of common idiomatic expressions and colloquialisms; can play with words fairly well. Can understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/her area of specialisation.
	<b>GRAMMATICAL ACCURACY</b>	<b>COM2</b> Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot
	<b>VOCABULARY CONTROL</b>	<b>COM3</b> Uses less common vocabulary idiomatically and appropriately. Occasional minor slips, but no significant vocabulary errors.
	<b>PHONOLOGICAL CONTROL</b>	<b>COM4</b> Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.
		<b>COM5</b> Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.
		<b>COM6</b> Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.
	<b>ORTHOGRAPHIC CONTROL</b>	<b>COM7</b> Layout, paragraphing and punctuation are consistent and helpful. Spelling is accurate, apart from occasional slips of the pen.
	<b>Sociolinguistic APPROPRIATENESS</b>	<b>COM8</b> Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts; may, however, need to confirm occasional details, especially if the accent is unfamiliar. Can understand humour, irony and implicit cultural references and pick up nuances of meaning. Can follow films employing a considerable degree of slang and idiomatic usage. Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. Can adjust his/her level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate and maintain a consistent spoken register. Can frame critical remarks or express strong disagreement diplomatically



## PLURILINGUAL AND PLURICULTURAL COMPETENCE

### BUILDING ON PLURICULTURAL REPERTOIRE

**Note:** What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B2 descriptor *Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* might be presented as:

*Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* Descriptors marked with asterisk (\*\*) represent a high level for B2. They may also be suitable for the C levels.

**PLU1** Can identify differences in socio-linguistic/-pragmatic conventions, critically reflect on them, and adjust his/her communication accordingly. Can sensitively explain the background to, interpret and discuss aspects of cultural values and practices drawing on intercultural encounters, reading, film, etc. Can explain his/her interpretation of the cultural assumptions, preconceptions, stereotypes, and prejudices of his/her own community and of other communities that he/she is familiar with. Can deal with ambiguity in cross-cultural communication and express his/her reactions constructively and culturally appropriately in order to bring clarity.

### PLURILINGUAL COMPREHENSION

**Note:** What is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension. In any particular context, when specific languages are concerned, users may wish to complete the descriptor by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B1 descriptor *Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in different languages (e.g. news in brief, museum brochure, online reviews)* might be presented as: *Can deduce the message of a text in German by exploiting what he/she has understood from texts on the same theme written in French and English (e.g. news in brief, museum brochure, online reviews).*

**PLU2** Can use his/her knowledge of contrasting genre conventions and textual pattern in languages in his/her plurilingual repertoire in order to support comprehension

### BUILDING ON PLURILINGUAL REPERTOIRE

**Note:** What is calibrated in this scale is the practical functional ability to exploit plurilingualism. In any particular context, when specific languages are concerned, users may wish to complete the descriptor

**PLU3** Can alternate between languages flexibly to facilitate communication in a multilingual context, summarising and glossing in different languages in his/her plurilingual repertoire contributions to the discussion and texts referred to. Can





by specifying those languages, replacing the expressions underlined and in italic in the descriptor. For example the B2 descriptor *Can make use of different languages in his/her plurilingual repertoire during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* might be presented as:  
*Can make use of English, Spanish and French during collaborative interaction, in order to clarify the nature of a task, the main steps, the decisions to be taken, the outcomes expected.* Descriptors marked with asterisk (\*\*) represent a high level for B2. They may also be suitable for the C levels.

participate effectively in a conversation in two or more languages in his/her plurilingual repertoire, adjusting to the changes of language and catering to the needs and linguistic skills of the interlocutors. Can use and explain specialised terminology from another languages in his/her plurilingual repertoire more familiar to the interlocutor(s), in order to improve understanding in a discussion of abstract and specialised topics. Can respond spontaneously and flexibly in the appropriate language when someone else changes to another language in his/her plurilingual repertoire. Can support comprehension and discussion of a text spoken or written in one language by explaining, summarising, clarifying and expanding it in (an) other language(s) in his/her plurilingual repertoire.